AVAILABILITY AND CAPACITY OF SURIGAO DEL SUR STATE UNIVERSITY IN TERMS OF ITS HUMAN RESOURCE DEVELOPMENT PROGRAMME

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ABSTRACT

This study is designed to assess the capability of Surigao del Sur State University (SDSSU) in coming up with a Unified Human Resource Development Plan for SDSSU Campuses. This study employed quantitative design. The quantitative descriptive design was utilized because it aimed to describe components relating to human resource development within the premise of Surigao del Sur State University. The main tool used in this study is a standardized questionnaire HRD Assessment Instrument developed by Family Planning Management Development Technical Unit Management Sciences for Health as a toolkit for planning managers. To interpret the data, the researcher made use of statistical tools which include: weighted mean, regression analysis, Pearson r and Analysis of Variance. The study is conducted in Surigao del Sur State University System located in Surigao del Sur. A total of 175 respondents which comprised the faculty and staff of SDSSU Cagwait, SDSSU Cantilan, SDSSU Lianga, SDSSU San Miguel, SDSSU Tagbina and SDSSU Tandag took part of this study.

KEYWORDS: Availability, Capacity & Human Resource Development Programme

Original Article

INTRODUCTION

This study investigates the "Availability and Capability of Human Resource of Surigao del Sur University as Basis for a Unified Human Resource Management Development Plan. It is deemed that for an organization to thrive in the midst of global competition, its human resource plays a vital role of transforming the organization and placing it in a sustained competitive advantage. Vital to the attainment of this direction, is the human resource roadmap which is embodied in the Human Resource Development Plan of a given institution. SDSSU as an academic institution is composed of six satellites; thus, it needs to institute a common academic culture aimed at attaining development practices which will result to intercultural awareness. However, for SDSSU, no such plan is made available. Each satellite campus conducts its own human-resource-related activity.

A well-thought and properly implemented the Human Resource Development plan as mentioned by Noe et al (2004), has the potential of contributing to the attainment of the organization's objectives which will later spell to customer satisfaction. Hence, this study is designed to look into the systems as well as the developmental concerns of the employees so that both human resource systems and people shall contribute to the realization of Surigao del Sur State University's vision. The tenets of HRD in Surigao del Sur State University in terms of employees' training, development of communication skills and empowerment have not been fully established. This

is anchored on the fact that SDSSU has not designed a unified development program that will address specific issues relating to Human Resource Development, to this end, there is a certification of the human resource officer signifying that there is no document as to human resource development which will serve as a roadmap demonstrating the University's plan for its human resource advancement. Given the scenario above, the concern of this undertaking is to delve on the availability and capability of the Human Resource of Surigao del Sur State University with the goal of coming up with a unified human resource management development plan and be able to contribute to the progress of the organization as a whole.

THEORETICAL AND CONCEPTUAL FRAMEWORK

This study leans on Systems Theory Applied to Human Resource Development. Swanson and Holton (2001) stressed that System Theory is a useful tool for designing programs to respond to clearly defined problems. It enables people to attend to the whole and to classify and define the parts of a system. Depending on how the system is to be defined, advocates of such theory can think about the problem in increasingly broad terms. A system can be defined as an entity, which is a coherent whole (Ng, Mull and Yip, 2009) such that a boundary is perceived around it in order to distinguish internal and external elements and to identify the input and output relating to and emerging from the entity. A systems theory is hence a theoretical perspective that analyses a phenomenon seen as a whole and not as simply the sum of elementary parts. The focus is on the interactions and on the relationships between parts in order to understand an entity's organization, functioning and outcomes. This perspective implies a dialogue between holism and reductionism. Thus, what is seen in this theory relative to the operation of the SDSSU as a satellite is deemed to be functioning as a unit and utilizing its resources holistically; hence, enabling it to cascade its development components to its satellites.

System theory has helped explain change, translating disorder, chaos and helplessness into distinguishable patterns and explicit change management strategies. Moreover, as specified by Swanson and Holton (2001), managers could use system information to modify the usual strategic planning approach, which seems to assume that long-term plans drawn up on paper can be successfully undertaken quite regardless of any real-world developments. Under the System's Theory, the Institution is seen as having available set of skills and competences that capacitates it to produce its own knowledge. In the study of Nonaka and Tacheucki, 1995 as cited in Mele (2010), the firm is likened to a cognitive system establishing its existence, creating information and activating skills in order to make the resources capable to produce knowledge through continuous leaning processes (Vicari, 1992) as noted by Mele at al. (2010).

Senge(1990) in the study of Mele et al. analyses how the systems method of thinking enables firms to become learning organizations. He looks at the availability of the resources of the system as the basis for the development of three core learning capabilities: fostering aspiration, developing reflective conversation, and understanding complexity to address value generation.

Egan et al. (2004) expressed with reference to (Kuchinke, 1996) that HRD need to utilize the concentration on training to include organizational and systems-level issues that influence the development of broad skill sets, capabilities and knowledge associated with learning in social and interpersonal areas as well as the availability of the technical areas.

The productivity of an organization depends largely on the quality of the human resource. In this end, this research design anchors on Systems Theory because the creation of a Human Resource Development Management Plan needs internal consultancy, organizational learning and knowledge management as well as the intellectual capital of an

organization. In this certain approach, performance perspective does not only underlie the development of the individual, but also the interest of the organization.

According to Martineau and Martinez (2000), successful institutions need to define its organizational structure, roles and responsibilities to come up with a functional whole. Access to reliable and easily available data on faculty and staff is thus crucial to any decision about their allocation. With the concept of capability, it is recognized that labour, unlike other commodities in production, is socially constructed. Capability influences those social processes such as education and training which give labour value to employers as a commodity – that is, to participate in the labour market (Bryson and O'Neil, (2008). The mainstream concept of HRM is characterized by the importance which it places on, first, the critical role played by the senior management and, secondly, the importance of the role of strategic HR policy and planning activities (Armstrong and Spellman, 2001; Mabey, et al, 2000). Consequently, as Fombrun et al (2000), concludes, that the presence of three core elements, namely; mission and strategy, organization structure, and human resource management is necessary for firms to function effectively. Thus, employees are regarded as a strategic resource which, in turn, implies that people are a critical investment in a firm's performance (Boxall, 2005; Purcell, 2001; Bennett et al, 2000).

STATEMENT OF THE PROBLEM

This study aimed to assess on the extent of the availability of human resource in terms of the following development components: Organization's Mission and Goals; HRD Policy; and Organizational Philosophy. This would also delve into the extent of the University's capability in terms of the following components: HRD Budget; Planning and Evaluation; and Organizational Structure.

RESEARCH DESIGN AND METHODS

This study employed quantitative design. The quantitative descriptive design was utilized because it aimed to describe components relating to human resource development within the context of Surigao del Sur State University. Yahaya (2010) described descriptive studies as those that take raw data and summarize it in a functional form. This study is descriptive by nature because its main objective is to describe the extent of the availability of the human resource development components in SDSSU context and its capability in addressing the identified HRD components. In gathering the data pertinent to this goal, a structured questionnaire is utilized with responses elicited utilizing a four-point scale. The study is also correlational in a sense that the study sought to find out whether a relationship existed between the core variables of the study which include the extent of its HR availability in terms of the following components: organization's mission and goals, policy and Organizational Philosophy and the extent of the University's capability in terms of the following components: budget, Planning and Evaluation and organizational structure. To validate the responses reflected in the structured questionnaire, random interview was employed in this study. Cornerstone to any research endeavour is ethical consideration. In this study, the researcher sought the consent of the participants in their participation in this study. They were also informed of the nature of the undertaking and the relevance of their involvement in the realization of this endeavour. Furthermore, the participants were also told that they have the right to withdraw from the whole process should they find the questions distasteful or should they find themselves in an uncomfortable situation. Their participation is voluntary by nature and they are not compelled to get involved should the research give them a feeling of uneasiness. To ensure privacy, the researcher also made use of codes to withhold the identity of the participants. Anonymity is primordial to ensure the trust and confidence of the participants. They were also told that the recorded interview will be kept confidential and will be utilized only for the sole purpose of attaining the objectives of this research. Though the

participants were asked to sign a consent note, they mentioned that their identity be withheld.

The researcher made use of a structured questionnaire utilizing a four-point scale. It was adopted from the study of Kleiman (2000) but certain modifications were made to fit to the needs of the present undertaking. It is composed of two parts. Part 1 is centered on the availability components with three salient indicators which include: organization's mission statement, policy and HRD organization's philosophy. Part II on the other hand is concerned with the capability component of the HRD of SDSSU which delves on the following indicators: budget, planning and evaluation, as well as an organizational structure. The questionnaire underwent content validity through the help of identified experts which include Human Resource Practitioners of other agencies. Two came from private academic institutions and the other one from a private a public academic institution. Their suggestions were sought and incorporated to the tool utilized in this study. It has also undergone a reliability test. This was done through administering the tool to 20 respondents not part of the study. The pre-test revealed or yielded a result of 0.92. This means that the tool has a very high reliability. Having assessed the tool to be reliable, the researcher conducted the final survey a week after the pre-testing was done.

After the pertinent data were gathered using the structured questionnaire and the random interview conducted by the researcher, quantitative data were tabulated for statistical treatment. The data were subjected to different statistical treatments reflected below; after which, inferences were drawn out from the results established. To triangulate the responses which were elicited through the use of a checklist, data gathered during the random interview were also utilized in order to substantiate the findings of the study. The answers during the said interview were used to strengthen the relevance of the data gathered through the use of the structured questionnaire.

RESULTS AND DISCUSSIONS

Table 1: The Extent of the Human Resource Availability in Terms of the Following Development Components: Organization's Mission Statement, Policy and Organizational Philosophy

HRD Components	Mean		Over-All Mean	Adjectival Rating
	Faculty	Staff		
Organization's Mission Statement	3.37	3.33	3.35	Very Much Available
HRD Policy	3.08	3.12	3.10	Moderately Available
Organizational Philosophy	3.02	2.93	2.97	Moderately Available
Grand Mean	3.16	3.13	3.14	Moderately Available

Table 1 depicts the over-all mean on availability of the HRD components comprising of the Organization's Mission Statement, Policy and Organizational Philosophy which is 3.14, verbally described as moderately available. Among the three HRD availability components, the organization's mission statement has gained the highest mean of 3.35 with an adjectival rating of very much available.

The Organization's Mission and goals support the University's effort in attracting, developing, retaining and engaging the workforce to produce high performing outputs/services. Hence, SDSSU has placed its Vision statement in strategic areas where it can be seen by stakeholders. In the main campus and the satellite campuses, it is written in framed structures and situated in the main gate to attract clienteles' attention. In order to cascade its meaning to the stakeholders, the Vision statement of the University has been translated to the common dialects which include Tandaganon, Tagon-on, and Cantilangnon which are considered to be the widely used dialects in the Province.

Table 2: The Extent of the University's Capability in Terms of the
Following Components: HRD Budget, Planning and
Evaluation and Organizational Structure

HRD Capacity Components	Mean		Over-all Mean	Adjectival Rating
	Faculty	Staff		
HRD Budget	3.12	3.20	3.16	Average Capability
HRD Planning and Evaluation	3.05	3.06	3.06	Average Capability
Organizational Structure	3.04	3.06	3.05	Average Capability
Grand Mean	3.05	3.11	3.09	Average Capability

Table 2 presents the capability of the University in terms of HRD Budget, Planning and Evaluation and Organizational Structure components which got an over-all mean rating of 3.09 described as average capability. It can be gleaned from the table that though HRD budget has the highest over-all mean of 3.16 while the Organizational Structure has the lowest over-all mean of 3.05, all three capability components gained the same adjectival rating of average capability. Though Budget has gained the highest over-all mean, the University is still considered by the respondents to have the average capability in this aspect because resources have not been clearly defined in terms of a concrete roadmap in terms of human resource development. As revealed by the Budget Officer of the University, Budget for manpower enhancement is proposed based. This means that there is no allotted budget for HR activities unless there are proposals prepared by the HR Officer. This transpires because there is no concrete plan prepared by the HR department for the welfare and benefit of the employees. Although the descriptive rating is average capability, the benefits only pertain to those which are mandated by the government. But when faculty and staff development is taken into consideration, plans are wanting; e.g. there is no prioritization in terms of professional development opportunities and assessments of skills which need priority trainings. In this respect, if one is decisive to pursue a post education program or relevant trainings, he/she has to submit a letter to the president for approval. Those who did not make any effort in doing such, no opportunities come their way; hence, in the reclassification scheme which is the merit promotion implemented by the government for SUC faculty, those who did not undergo trainings nor proceed with their doctorate will not be reclassified. Movement therefore can only be made possible through one's efforts and not through the support of the Human Resource Department of the University.

Table 3: Significant Relationship between the Availability of HRD Components
and the University's Capability as Perceived by the Faculty and Staff

Variables Tested	Campus	Computed r	P-value	Decision
Availability of the identified HRD Components vs the University's HRD Capability as perceived by the Faculty	Cagwait	0.856	0.030	Significant and highly Correlated
	Cantilan	0.761	0.000	Very Significant and highly Correlated
	Lianga	0.459	0.074	Not Significant and Moderately Correlated
	San Miguel	0.875	0.004	Significant and highly Correlated
	Tagbina	0.374	0.208	Not significant and slightly correlated
	Tandag	0.89	0.000	Very Significant and highly Correlated
Availability of the identified HRD Components vs the University's HRD Capability as perceived by the Staff	Cagwait	0.979	0.131	Not Significant and very highly correlated
	Cantilan	0.79	0.001	Significant and highly Correlated
	Lianga	0.784	0.003	Significant and highly Correlated
	San Miguel	0.213	0.582	Not significant and slightly correlated
	Tagbina	0.997	0.000	Very Significant and very highly Correlated
	Tandag	0.898	0.000	Very Significant and highly Correlated

Table 3 offers the results on the significant relationship between the availability of HRD components and the University's capability as perceived by the faculty and staff. As to the perception of the faculty respondents in the various campuses relative to the availability and capability of the University in terms of the HRD and its identified components, it

can be noted that Cagwait, Cantilan, San Miguel, and Tandag have P-values less than 0.05. This implies that the components in each of the two variables; HRD availability and capability of the SDSSU system have a significant relationship. While Lianga and Tagbina have P-values above 0.05; this implies that for them, there is no significant relationship as far as the two variables are concerned; however, it can also be noted from the data that both campuses signify that there is slight to moderate correlation among the components of each of the variables.

As to the staff respondents, Cantilan, Lianga, Tagbina and Tandag have P values less than 0.05 while Cagwait and San Miguel have P-values above the norm. This connotes that only the Staff of Cagwait and San Miguel professed that there is no significant relationship between the variables but components of each variable are deemed by them to have slight to high correlation. Results from the analysis of the data clearly underscore the findings of Khan, et Al. (2012) when he posited that as knowledge increasingly becomes a key factor for productivity, it has also become a currency for competitive success. Understanding aspects that contribute to organizational learning and the transfer of knowledge to the workplace environment are vital to human resource development. The results of the study revealed that no longer are the employees passive of the components and capabilities of an organization in terms of Human Resource Development. This result is supported by the interviews conducted when responses revealed that employees have developed a stringent sense of awareness. They believe that proper accounts/knowledge on the availability and capability of the University in terms of the identified indicators relative to the HR components considered in this study are crucial for these components play vital roles for employees' development and professional growth. "I really believe that availability and capability of the University in designing its unified HR Plan is quite necessary; it is here where the university can test the waters, whether it possesses the required readiness in venturing towards a more systematic approach of developing and capacitating its manpower; without the two components; availability and capability, maybe the University will find it difficult to pursue its desire to fully equip its human resource at par with that of big and more established organizations."

Table 4: Significant Difference in the Ratings on the Availability of the HRD Components and the University's Capability when Respondents are Grouped into Faculty and Staff

Source of Variation	Respondents	Computed T	P-value	Conclusion
HRD Availability as perceived by the faculty vs. HRD Availability as perceived by the Staff	Faculty Staff	45.34 34.46	0.000	Very significant
HRD Capability as perceived by the faculty vs. HRD Capability as perceived by the Staff	Faculty Staff	46.42 35.69	0.000	Very Significant

Table 4 underscores the significant difference among the perception of the respondents relative to the availability of the HRD components and the University's capability as deemed by the two groups of respondents. Since p-value is lesser than 0.05 level of significance, it revealed that the responses of the two groups of respondents differ significantly. From this data, it can be inferred that there are gaps that need to be addressed.

It can be deemed that both faculty and staff have the varied opinions relative to the HRD components of the University comprising of the Mission statement, policy and Philosophy. Both respondents believe that these aspects of the University's operation, availability is moderately available. This means that although, they find these components to be reasonable, they display little inhibitions. It can be inferred further that respondents may have gleaned some shortcomings that must be responded if success is to be expected.

In terms of the respondents' perception on the HRD capability of the University, both have also displayed varied remarks. These variations stemmed from the different practices available in the satellite campuses since there are no unified mechanisms which are packaged in an HR Plan offered by the University to its workforce. From the data, it can be stressed that both respondents have diverse views on aspects that relate to the University's HRD components and capability. In an interview, it has been divulged that both faculty and staff believe that because the University is still devoid of a concrete HR Plan, they perceive the probability of problem occurrence relative to the components of this study. The human resource component of the University has its distinct office; but up to this date, activities carried out are still limited to clerical rather than talent management tasks. One reason for this dilemma is that the Office, for a long time has not been assigned with a Human Resource Practitioner. Designated personnel do not have the background; thus, most of the task is to simply gather daily time records, personal data sheet, leave forms and other mundane activities that do not necessarily spell human resource empowerment. That is why both respondents manifest that the University's capability on HR components can only be assessed as the average. They further revealed that there are still considerable areas to be strengthened if the administration is conscientious in materializing its Mission statement. This manifestation can serve as a caveat to the administration to take into consideration the perceptions of the faculty and staff in the operations of the University relating to Human Resource. "The University needs to iron-out some concerns relative to Human Resource Development; If it is truly sincere to its Mission statement, then a fully-equipped and knowledgeable Human Resource Officer must be hired so that someone will be able to look after the concerns of the manpower of the University. This person must possess the skills and the attitude of an HRMO who can help improve the organization's performance through its most potent resource that is its manpower." One interviewee remarked.

**Table 5: Regression Analysis on the Component that Greatly
Influences the University's HRD Capability**

Predictor	Coefficient	t-value	P-value	Decision
Organization's Mission and Goals	0.04423	2.26	0.025	Significant
HRD Policy	0.05591	7.00	0.000	Very Significant
Organizational Philosophy	0.04729	5.60	0.000	Very Significant
S=0.3998	**R-Sq=66.5%**		**R-Sq(Adj)=46.3**	
Analysis of Variance				
Source	DF	SS	MS	F P
Regression	3	39.150	13.05	113.05 0.00
Residual Error	171	19.740	0.115	
Total	174	58.89		

The table indicates that the predictors, the organization's mission and goals, policy, and Organizational Structure influence 66.5% of the HRD capability. This implies that the HRD components are deemed to be relevantly associated to the HRD capability of SDSSU. This result can serve as a basis to develop strategies to improve the HRD system and make it as effective as possible as a response to the drive of the University towards success through HRD sustainability. Through the interview, it was stressed that the Organization's Mission and Goals, Policy, and Organizational Philosophy are salient in the capability of the University to design and craft its HRD Plan. As they said, provisions of the HR plan if devoid of careful planning supported by a sound Mission statement and realistic policies will still be found to be weak in the not-so-distant future for it will surely fail to establish a sustainable HR roadmap. As quipped by the Chief Administrative Officer of the University, "Without careful planning and without the participation of the stakeholders, human resource development will still be futile. This is also true if the University will not come up with a Mission statement that is very specific for its human resource development. An organization will go astray without its manpower; it cannot also attain its

roadmap without the support of this people who actualize its philosophy; thus to really ensure the sustainability of an HR Plan, there is a need to put together ideas through careful planning with stakeholders and through coming up with a Mission statement that truly speaks of the organization's intentions for its workers." This articulation purports the findings of very significant in this component of the study.

CONCLUSIONS

Based on the findings, the following conclusions were drawn: of the three components of the HRD Availability, only the organizational mission is rated very much available. This is because SDSSU's mission statement is displayed in conspicuous places where stakeholders can easily perceive and read. On the other hand, the HRD policy and organizational philosophy are only found in administrative manuals distributed only to those who are designated with administrative functions; the components for the HRD capability are rated with average capability. The HRD budget which is one of the components is not instituted; this means that budget is released only if there is a proposal approved by the President. HRD planning and evaluation are not conducted. Planning is embedded in the executive meeting, which does not focus on human resource development endeavours because there are other priorities which need attention such as infrastructures and equipment. On the other hand, the organizational structure shows that there is a human resource officer aided by the human resource assistants. However, these decisions do not have the background of human resource management; both the availability and capability HRD components have a significant relationship in some of the satellites and no significant relationship in the other campuses of SDSSU. It can be inferred that these components are needed in order to foster a common culture that promotes human resource development; the differences in the results from the campuses relative to the significant relationship between the variables posted in this study implies that there are different practices in each campus because there is no central framework adopted by the University, hence, there is no common culture where human resource development is concerned; the components of the HRD availability influence the components of the HRD capability. This implies that HRD Budget, planning and Evaluation and HRD OS can only be capacitated if the Organization's Mission statement, HRD policy and organizational philosophy is put in place; and lastly, efforts were not fully drawn into the realization of an HRD plan which will empower the human resource of the University.

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